

Unit Cover Page

Unit Title: The Age of Discovery Grade Level(s): 7

Subject/Topic Area(s): History

Key Words: Quadrant, compass, astrolabe, cartography, printing press, celestial navigation, lateen sails, square sails, caravel, dead reckoning navigation, latitude, longitude, motivation, comparing and contrasting, cause and effect...

Designed By: Kristen Tripp Time Frame: 29 days

School District: SAD 9 School: Mt. Blue Middle School

Brief Summary of Unit (including curricular context and unit goals):

This unit is designed to help students better understand the Age of Discovery and the influences that countries had on each other and the "New World" inhabitants. By exploring the influences people had on one another in the past, during the Age of Discovery, students will begin to understand how important sharing and communication is between peoples throughout the world in the present. This unit is also designed to provide evidence to students about the different perspectives of those involved in and affected by exploration during the Age of Discovery.

Unit design status: ___ completed Template pages - Stage 1, 2, and 3

___ completed Blueprint for each performance task ___ completed rubric(s)

___ directions to students & teachers ___ materials & resources listed

___ suggested accommodations ___ suggested extensions

Status: initial draft (date - 03/18/10) revised draft (date - 05/06/10)

___ peer reviewed ___ content reviewed ___ field tested ___ validated ___ anchored

Stage 1: Identify Desired Results.

Established Goals:

G

Maine Learning Results. E. History

E1: Historical Knowledge, concepts, themes & patterns

Grades 6-8: Americas to 1600: European exploration and settlement

Students understand major eras, major enduring themes, and historic influences in the history of Maine, the United States, and various regions of the world.

What understandings are desired?

Students will understand that:

U

- *Europeans were inspired to explore and settle the Americas due, in part, to late Medieval encounters and ideas of the early Renaissance.*
- *Only some of the European countries were involved in exploration and/or settlement of the Americas*
- *the impact of exploration and settlement was significant for both Europeans AND Native Americans.*

What essential questions will be considered?

- *How did late Medieval encounters and early Renaissance ideas lead to the exploration and settlement of the Americas*
- *Why were there only certain European countries exploring and settling the Americas after the late 1400s?*
- *How did exploration and settlement affect the Natives? The Europeans?*

Q

What key knowledge and skills will students acquire as a result of this unit?

Students will know:

K

Students will be able to:

S

• **Important events and people:** *Important explorers: Columbus, Cabot, Magellan, Cortes, Cartier, De Gama. Important Rulers during the Age of Discovery: Isabella & Ferdinand, John I, Manuel I, Henry VII.*

• **Sequence and Timelines:** *Who came first for explorers? Who settled where and when? When did important voyages and other events take place?*

• **Definitions:** *Quadrant, compass, astrolabe, cartography, printing press, celestial navigation, lateen sails, square sails, caravel, dead reckoning navigation, latitude, longitude, motivation, comparing and contrasting, cause and effect.*

- *synthesize what they've learned about the Age of Exploration and create a story put to podcast about their assigned explorer.*
- *document their knowledge of the ideas and innovations that led to the Age of Discovery. 1 & 2*
- *use what they know about the explorers/countries to identify cause and effect upon their arrival in the new world 2 & 3*
- *compare and contrast the motivations of each European explorer/ruler who conducted voyages of exploration 2*
- *imagine and understand the feelings and reactions of the Natives. 3*
- *recognize the reasons each of the prominent European countries conducted voyages of discovery. 1.2. & 3*

Stage 2: Determine acceptable evidence.

What evidence will show that students understand?

Performance Tasks* (Summary in G.R.A.S.P.S. form):

T

Goal: to write and create an audio podcast that conveys a historically accurate story about the reasons for and the impact of early European exploration in the “New World” during the Age of Discovery.

Role: You are an up and coming historian with a desire to be selected by the History Channel for their new “Age of Discovery” podcast series.

Audience: the creators of the new History Channel podcast series “Age of Discovery”.

Situation: The History Channel has decided to branch out from their video and television format and create an entirely new direction with a podcast series designed to target teens and young adults. “Age of Discovery” is the first podcast they would like to stream. The History Channel is looking for a creative young historian to take on this new position. You are eager to become part of the History Channel team and you wish become a pioneer with this new podcast development.

Product/Performance: You will create an audio podcast, using garageband/audacity which conveys a historically accurate story which you have written. The story you write will be about the reasons for and the impact of early European exploration in the “New World” during the Age of Discovery. Vocal and/or lyrical variety is encouraged as well as instrumentation or sound effects which will enhance the story you have written.

Standards:

Presentation – Speaks clearly 20%, Preparedness 20%, Vocabulary 15%, Content 15%, Enthusiasm 15%, Posture and eye contact 15%

Product – Historical accuracy 20%, Voice-pacing 20%, Soundtrack-emotion 20%, Professional use of source material 15%, Use of characters 15%, Clarity 10%

**Complete a Performance Task Blueprint for each task (next page).*

Other Evidence (quizzes, tests, prompts, observations, dialogues, work samples, etc.):

- Create a Glogster that illustrates your learning about Renaissance innovations and ideas and how they aided in the Age of Discovery.
- Create a ComicLife which demonstrates student’s ability to compare and contrast country and explorer motives for exploration.
- Make a Google Map tour that highlights at least one explorer from each of the four countries being studied, stating why, where, when and the result of where he went.
- Write a persuasive letter to the ruler or a prominent figure in Europe about your reactions/treatment of the Natives. You may choose to write your letter using magnetic story writer or you can write your letter then create a wordle out of it.
- Create a Museum box demonstrating understanding of the nation’s motivations for exploration.

oe

Student Self-Assessment and Reflection:

- **Pre-assessment** – (How will you do this?) Students will be given a pre-assessment to determine their knowledge surrounding voyages of discovery to the “New World.” Other pre-assessments will be used throughout the unit for different lessons.
- **Self assessment** – (Rubric, checklist) Student’s will be given rubrics and checklists pertaining to certain projects within the unit.
- **Reflection** – (what has changed? Answer the essential questions) Students will write reflective blog entries throughout the unit. Specific questions are identified within the lesson plans.

sa

Assessment Task Blueprint

G

What understandings/goals will be assessed through this task?

- Europeans were inspired to explore and settle the Americas due, in part, to the Renaissance.
- there were only certain European countries exploring and settling the Americas after the late 1400s.
- the impact of exploration and settlement was significant for both Europeans AND Native Americans.

E1: Historical Knowledge, concepts, themes & patterns
Grades 6-8: Americas to 1600: European exploration and settlement
Students understand major eras, major enduring themes, and historic influences in the history of Maine, the United States, and various regions of the world.

What criteria are implied in the standard(s)/understanding(s) *regardless* of the task specifics? What qualities must student work demonstrate to signify that standards were met?

*Influences
Cause & Effect*

*Synthesis
Understanding*

Through what authentic performance task will students demonstrate understanding?

Task Description:

T

The creators of The History Channel are eager to begin streaming their new podcast which will be featured on their website later this year. They are hoping to reach a new audience of teens and young adults. The creators of The History Channel are asking any interested applicants to write and create a podcast about the “Age of Discovery”. You are a historian who would love to become part of the History Channel team. To create this podcast you must make sure that you adhere to the following guidelines:

Write a historically accurate story which follows one European nation. Make sure to include the reasons for the expedition. You are asked to identify who the European ruler is and who the explorer is. Make sure you include why he has been sent and what type of crew and provisions he takes with him. Identify and explain any Native encounters the explorer has in the “New World”. It is important to include the type of impact this explorer has on the Native Americans and the future of the “New World”.

The History Channel anxiously awaits your submission. Good Luck!

What student products/performances will provide evidence of desired understandings?

*“Age of Discovery”
Garageband/Audacity podcast.*

*“Age of Discovery”
Product Presentation*

By what criteria will student products/performances be evaluated?

Historical accuracy: 20%
Voice -pacing: 20%
Soundtrack-emotion: 20%
Professionalism: 15%
Use of characters: 15%
Clarity: 10%

Speaks clearly: 20%
Preparedness: 20%
Vocabulary: 15%
Content: 15%
Enthusiasm: 15%
Posture and eye contact: 15%



Stage 3: Plan learning experiences and instruction.

Consider the W.H.E.R.E.T.O. elements.



- 1) Students must understand that Europeans were inspired to explore and settle the Americas due, in part, to late medieval encounters and ideas of the early Renaissance **WHERE**. We can learn things from other people and we can learn from sharing ideas with other countries just as the European explorers did during the Age of Discovery **WHY**. MLR Students must understand major eras, major enduring themes and historic influences in the history of Maine, the United States and various regions of the world. You will be graded on your understanding of the ideas and innovations that were shared among Europeans during the Age of Discovery and will be expected to know the 5W information about each of the innovations and ideas.
- 2) Today we share ideas a lot more quickly than they did back in the 15th century. How do we share our ideas today? (Cell phones, internet/computers, talking face to face, email/letters, video, music). The biggest way to find out the answer to your problem today would be to type it into a search engine, right? If you bring up Google or another search engine you can find almost any answer you're looking for. What do we want to know? Typing it into the search engine brings up several different websites and we click on them to search for the answer. Well in the 15th century they only used a couple of different ways to share their knowledge and ideas. They had to talk to people either face to face or they had to write a letter. As we will see, many of the ideas and innovations of the 15th century came through face to face meetings between other nations as well as novel ideas – ideas that people hadn't even heard of or thought of yet. Can any of you think of something that would have been a novel idea to the explorers of the 15th century? **HOOK**.
- 3) Students will know and be able to share the information about their assigned innovation or idea with the class. The topics or ideas will be as follows: Cartography/map making, navigation and new ideas about sailing in the 15th century. **EQUIP**. Students will be given links to follow on their computers to read about their topic. After reading this information the student will then use their 5W chart "Who, What, Where, When, and Why/How" information about their assigned topic. **EXPLORE**. After reading and charting about their topic the students will work with students who read about different topics. Each team/group will have at least one person with each topic: Cartography/map making, celestial navigation and new ideas about sailing. Students must fill out their other 5W charts by sharing and discussing what they learned about their own topic with the rest of the group. Groups must make sure they also identify how these innovations and ideas aided early Renaissance explorers to make voyages of discovery. **EXPERIENCE**. After sharing, the class will have a discussion about how the sharing of ideas went as well as what it must have been like to learn about and use these new inventions and ideas.
- 4) The students are asked to make journal entries before, during and after the lesson/project. For the first entry they will be given the list of topics with a picture and a small explanation of what it is and they will write a blog entry that includes what they think each of these topics is and how they might have been useful in the 15th century. They might not know yet, and that is okay. The blog entries will demonstrate the progress of their learning throughout the activity. The second entry will be made after they've had their group sharing and research session where they've filled out their 5W charts. The third and final blog entry will be after the entire class discussion where they've had a chance to share their learning with the entire class and have been able to refine what they know. **RETHINK**. Students will come together in assigned groups to discuss different ideas and innovations that explorers used during the 15th century. They will be sharing their ideas and helping their classmates fill out their 5W chart for the idea/innovation. **REHEARSE**. Students will form interest groups and will create a glogster as their final product for the lesson. They will be sharing their knowledge about an assigned topic to be able to make a cohesive product to present to their classmates. **REVISE**. Students will be presenting their glogster to the class to demonstrate their learning as well as showcase their creativity.
5. Blog entries are assigned as a "learning log" of progress and there will be several opportunities for students to assess their thoughts about the tools. Formative Evaluation
6. How will the MI's be met? **TAILOR**
Logic: Making their first blog entry – speculating about what it is and what it does.
Intra personal: recording blogs on their own to re-evaluate their thoughts on their topic
Kinesthetic: Creating the glogster – you can move and manipulate pieces on your page.
Interpersonal: Group sharing of topics and class discussion
Spatial: Creating the final glogster as well as discussion of navigational tools and use of maps.
Linguistic: Blogging, oral presentations of items and group discussions
Musical: music can be used on in the glogster
7. Students will be able to document their knowledge of the ideas and innovations that led to the Age of Discovery. The product assignment for this lesson is ORGANIZED to have the students who came together in interest groups to create a glogster of their learning. They can add music, podcast clips, pictures and video to their glogster to make it unique and creative. They must demonstrate, as a group and as individuals during the presentation of their product: What do they know? Interpret. (2-3 days).

Stage 3: Plan learning experiences and instruction.

Consider the W.H.E.R.E.T.O. elements.

L

8. Students will understand that the Europeans were inspired to explore and settle the Americas due, in part, to late Medieval encounters and ideas of the early Renaissance. Only some of the European countries were involved in exploration and/or settlement of the Americas **WHERE**. Students will be able to recognize and understand the motivations of others in the past which will help them identify the motivations of themselves and others today and in the future **WHY**. MLR Students must understand major eras, major enduring themes and historic influences in the history of Maine, the United States and various regions of the world. You will be graded on your knowledge of the European reasons of exploration **WHAT**.

9. Can you explain what motivates you? What motivates others? Are you competitive? Teacher will share the [Age of Exploration Rap](#) What was this teacher's motivation in creating this rap for her class? What are some motivations for exploration that you can identify from this video? These Europeans were motivated. Why?

HOOK.

10. Students will know [Why explorers explored](#), what were their [reasons for exploration](#)?

Teacher gives Lecture on the countries and their motivations for exploration **EQUIP**. Students will be asked to keep track of their learning and progress using a KWL chart. **EXPLORE** Students will be in Jigsaw groups to research reasons for exploration **EXPERIENCE**.

11. The students are provided with a KWL chart and asked to fill out what they know and what they want to/or have been asked to know and then they will get into jigsaw groups of 6 **Rethink**. Each of the 6 jigsaw members will take one of the reasons for discovery. They will research it with their topic groups then get back together with the jigsaw group and tell what they found out about this specific reason for discovery **Rehearse**. and the students will discuss what this teacher was trying to explain to the students... what was her motivation? **Revise**. Jigsaw groups (if there happens to be four) will remain together through the rest of the lesson and they will research one country: Portugal, Spain, France, England and they will create their museum box to share with the rest of the students **Refine**.

12. The students are provided with a KWL chart and asked to fill out what they know about European motivations for exploration prior to the jigsaw and what they want to/or have been asked to know then after the jigsaw and class lecture/discussion they will write what they know. This will be handed in to the teacher at the end of the class period **E2 Evaluation**.

13. How will the MI's be met?

Logic: Questioning/discussion/thinking about motivations,

Intrapersonal: using the KWL chart,

Interpersonal: jigsaw activity, and sharing their museum box with the class,

Spatial: creating the museum box,

kinesthetic: viewing and manipulating museum box,

Musical: Age of Exploration Rap & music can be put to the museum box.

Linguistic: Students will have to write what they know, what they want to know and what they know after on their KWL chart, they'll have to talk to one another about their jigsaw reason for discovery and they'll have to explain their museum box to the class **Tailor**.

14. Students should be able to recognize the reasons each of the prominent European countries conducted voyages of discovery. Students will create and **Organize** a museum box with their jigsaw group about one country. After the museum box has been completed the students will share their museum boxes with the other groups. Self-knowledge. (2-3 days)

Stage 3: Plan learning experiences and instruction.

Consider the W.H.E.R.E.T.O. elements.

L

15. Students should understand that the Europeans were inspired to explore and settle the Americas due, in part, to late Medieval encounters and ideas of the early Renaissance and that only some of the European countries were involved in exploration and/or settlement of the Americas **WHERE**. Students will need to know how to compare and contrast motivations and situations as they will need this skill to make tough decisions in life. The choices aren't always clear and students need to learn how to weigh the issues. **WHY**. MLR Students must understand major eras, major enduring themes and historic influences in the history of Maine, the United States and various regions of the world. You will be graded on your knowledge of the European reasons of exploration **WHAT**.

16. Poll students on something they want to: "What do you want to do this weekend?" If two of the students say they want to do the same thing: "I want to go to the movies" then you can have a discussion on their possible motivations for wanting to go to the movies this weekend and you can compare and contrast their reasons for doing so. Jack wants to go to the movies to spend time with friends while Laura wants to go to watch the new Harry Potter movie. They both want to go to the same place but they have different reasons **HOOK**.

17. Students will know about the different explorers and rulers of the countries involved - who were they, where were they and why were they exploring? They will be provided links or packets of information to find their answers. Students will be given a Venn diagram to share with their partner **EQUIP**. Students will use Venn Diagrams to compare and contrast motivations of explorers and the countries from which they voyaged..

EXPLORE. Students will create role plays with their group (assigned by country) and they will pretend to be their assigned explorer (which will be from a different country, if possible, from the one the student researched the class before). **EXPERIENCE**.

18. Each student will prepare a role play about their assigned explorer or ruler with their group making sure to include all assigned people. **REHEARSE**. Students will use the Venn diagrams to organize the motivations of their assigned explorers or rulers in comparison to the countries voyaged from.. **RETHINK**. Students will then come together as a group and share their role plays with the class and share their venn diagrams with the other students. The students will then listen to some lecture information and discuss the rulers and explorers they had to "become." **REFINE**.

19. After the class sharing of the Venn diagrams the teacher will collect them to get an idea of their understanding of comparison and motivations. Students will also write blog entries at the end of the lesson indicating how well they understand the motivations of explorers and how they compare to their countries. **E2 EVALUATION**.

20. **How will the MIs be used?**

Logic: comparing & contrasting

Interpersonal: interview and discussion

Intrapersonal: creating the product map on your own.

Spatial: use of the graphic organizer and any pictures included in information packets as well as creating the interactive map.

Kinesthetic: role playing

Linguistic: discussion, writing on venn diagram, writing the information into the interactive map. **TAILORED**

21. Students will be able to compare and contrast the motivations of each European explorer/ruler who conducted voyages of exploration after their partner activity and class sharing and lecture. They will then be asked to **ORGANIZE** and create a Google Earth tour over four explorers, one from each nation, to demonstrate their understanding of where the explorers came from, where they went and why they went. *Perspective*.

Stage 3: Plan learning experiences and instruction.

Consider the W.H.E.R.E.T.O. elements.

L

22. Students will understand that there were only certain European countries exploring and settling the Americas after the late 1400s. They will also start to understand impact of exploration and settlement was significant for both Europeans AND Native Americans. The second understanding will be discussed further in the next lesson. **WHERE**. Students will be learning about cause and effect and the consequences of exploration and settlement. Through this history lesson students will understand that their own actions have consequences that may affect others **WHY**. MLR E1: Historical Knowledge, concepts, themes & patterns. Grades 6-8: Americas to 1600: European exploration and settlement. Students understand major eras, major enduring themes, and historic influences in the history of Maine, the United States, and various regions of the world **WHAT**.

23. Scenario 1: Imagine that your class is planting a garden. You forget to water the plants. What happens to them? (Portuguese in South America) Scenario 2: Imagine that you did remember to water the plants and everything is beautiful. What would happen if the entire Sugarloaf Community came in and paved over your beautiful garden to make a basketball court? (Spanish & Native Americans, English to an extent & Native Americans) Scenario 3: Imagine that the Sugarloaf Community comes to you and tells you they really like basketball but they see why gardening might be something useful. They ask for you to teach them how to make a garden and in exchange they will share their love for basketball. (English to an extent & Native Americans, French & Native Americans) **HOOK** Can you identify the cause and effect within these scenarios? How do you feel about any or all of these situations? Do you think this is fair? Is there fairness within the bounds of cause and effect?

24. Students know the cause and effects for exploration for each European Nation. They will know the cause of exploration and the effects of their journey for their nation and on the people they encountered. There will be cause and effect charts, one for each European nation and one for the Native Americans. **EQUIP**. Throughout the class activity they will fill out the information. **EXPLORE**. Students will participate in "sage" groups. **EXPERIENCE**.

25. Some students should already be "experts" on certain countries/explorers and should be able to become the "sage" for their class activity. Groups will be formed after the sages are chosen and students will be assigned to find out different information and discuss the facts of the specific European nation with the sage. What caused this country to want to explore? What was the result or the consequence of their exploration? **REHEARSE** Afterward the students will come back together in their groups and put together their information. The sages will also come together and combine their information as well. Students will record on their charts any causes and effects that they can identify through their interactions with the other students **REVISE**. After this activity the class will come back together and share what they collected. **RETHINK**. The students will be asked to do a short blog post about what they learned. **REFINE**.

26. The students will be required to write a blog at the end of the class lesson. The teacher will check in and make sure that the blog information is on track. The teacher will also be collecting the cause and effect sheets to make sure the students understand the concept of cause and effect as well as accuracy of information for each country. **E2 EVALUATION**

27. **TAILORED** to the MIs?

Logic: Thinking about cause and effect and consequence. Who's action did what to whom?

Interpersonal: The sage activity

Intrapersonal: Blog entry post

Spatial: They're being asked to imagine their garden in the hook

Kinesthetic: The sage experience could be kinesthetic because students have to get up and move to the different sages.

Naturalistic: The students are being asked to imagine their garden in the hook – this gets the naturalistic kids thinking about the outdoors. Discussions about Native American way of life could always turn into a naturalistic discussion as well.

Linguistic: The kids are talking about the cause and consequences with each other during the sage experience.

28. Students will be able to use the information provided about the Europeans nations involved to understand what took place once they landed/colonized. They will then be asked to **ORGANIZE** the information they have learned and create a ComicLife. This ComicLife will include at least one European country/ruler/explorer and their journey to the new world. What was the cause and effect of their journey? Are they a hero or a villain or something else altogether? Apply. (1 day)

Stage 3: Plan learning experiences and instruction.

Consider the W.H.E.R.E.T.O. elements.

L

29. Students will imagine and understand that the impact of exploration and settlement was significant for both Europeans AND Native Americans. **WHERE.** Students must be able to further understand the feelings and imagine what it would be like to be the "other person" in a situation in which they are involved. **WHY.** MLR E1: Historical Knowledge, concepts, themes & patterns. Grades 6-8: Americas to 1600: European exploration and settlement. Students understand major eras, major enduring themes, and historic influences in the history of Maine, the United States, and various regions of the world. **WHAT.**

30. Students enter the room to [Native American flute music](#) and are asked to talk about pass times they might enjoy such as canoeing and snowshoeing. Does anyone have a story about going canoeing or snowshoeing? Has anyone tapped trees for maple syrup? Did any of you learn how to play the recorder in elementary school? These are all pass times and traditions that Native Americans provided to Europeans and American culture. These particular pass times are also those that are especially related to local Native American tribes here in Maine. **HOOK.**

31. Students will know the impact of European exploration on the Native Americans and the sharing that occurred. They will be able to understand the feelings of others and imagine the situation. A planning chart will be provided to the students to plan their letter for part of their final assignment. **EQUIP.** Students will be in five groups of five and participate in a send-a-problem activity. **EXPERIENCE.**

32. Students will listen to a lecture about each country and their treatment and interactions with Native Americans. After each lecture students will have a chance to discuss and ask questions for further understanding. **REHEARSE.** For homework, following the day's lecture and discussion the students will be asked to blog about their thoughts, feelings and reactions to the information. **RETHINK** Students will work in groups and view, discuss and react to each scenario involving European interactions with Native Americans. **REFINE.**

33. Students are to blog following each lecture/discussion about interactions with Native Americans and their personal reaction/feelings to the events discussed. **EVALUATION**

34.

Logic - Persuasive letter

Interpersonal - Round table and pair discussions

Intrapersonal - writing the persuasive letter as well as writing your own reaction during round table

Musical - Native American music will be playing when students enter the room to "hook" them

Spatial - Planning chart and word collage

Naturalistic - talking about outdoor activities like snowshoeing or canoeing

35. Students will be able to imagine and understand the feelings of the Natives and Europeans involved in exploration and settlement. Students will be asked to write a letter to the ruler or a prominent official in Europe. The student must either pretend they are a member of the explorer's party who has landed in the "New World" or a Native American who has come in contact with a certain group of Europeans. The student will write a persuasive letter to the ruler or prominent figure in Europe. They can choose to write it using Word OR they can use Miss Kitty's Magnetic Story Writer. In their letter the students will try to get their reader to understand their feelings about the situation. How does this crew member (the student writing) feel about the treatment of Native Americans? Why do these people feel the way they do and how do you want the receiver of your letter to feel about the situation? Post this letter to your blog. If the student used word they must create a wordle using their main thoughts/feelings in the letter and then analyze the words that stand out in the collage. If the student used Miss Kitty's Magnetic Story Writer then they need to post the story to their blog and explain why they wrote about the information they wrote about. Why was this information important? Empathy. (2-3 days).

Stage 3: Plan learning experiences and instruction.

Consider the W.H.E.R.E.T.O. elements.

L

36. Students will understand that the Europeans were inspired to explore and settle the Americas due, in part, to the Renaissance. They will also understand that there were only certain European countries exploring and settling the Americas after the late 1400s. Finally, they will understand the impact of exploration and settlement was significant for both Europeans AND Native Americans. **WHERE.** Students will need to be able to use synthesis skills later in life as well as organizational skills to be able to explain/depict what they want. **WHY.** MLR E1: Historical Knowledge, concepts, themes & patterns. Grades 6-8: Americas to 1600: European exploration and settlement. Students understand major eras, major enduring themes, and historic influences in the history of Maine, the United States, and various regions of the world. **WHAT.**

37. You are going to become an explorer! We're going to go on a scavenger hunt to find clues. The clues will lead you to the explorer you will write about. You will get clues about where he is from, who he sailed for, where he went and other interesting facts that will be useful for you to know. What are you waiting for!? Let's get going! **HOOK.**

38. Students will be provided with clues that will aid them in writing their story during their scavenger hunt experience. They will be asked to use Inspiration to organize their thoughts. Students are able to use any links with which they've been provided throughout the unit. The school and local libraries are available to them as well as any class textbooks and the internet. **EQUIP**

39. Students will brainstorm and/or outline their ideas for their story using Inspiration! **REHEARSE.** After creating their outlines students will peer edit with a partner. Each partner will share their outline and explain what they're thinking about doing in their podcast. The partner will give constructive criticism as well as positive feedback about their partner's outline/thoughts. **REVISE.** The student will take constructive criticism and feedback and make any additions or deletions then write the first draft of their story which includes a bibliography of sources which they have used and plan to use. The teacher review drafts with each student to discuss where they are and where they expect to be with the story for the final product. **REFINE.**

40. Students will self assess by following their rubrics for their product and presentation. Students will assess each other by sharing and peer editing each other's brainstorming outline. **EVALUATE**

41. Logic: Synthesis of ideas, scavenger hunt!

Intrapersonal: Outline, first draft, final draft/podcast are all on your own

Interpersonal: Peer editing and sharing of podcast/final product

Musical: Music is encouraged to enhance podcast

Kinesthetic: Scavenger hunt!

Verbal/Linguistic: Discussing your ideas with teacher and peer partner, telling podcast story, presenting final product.

Spatial: Scavenger hunt! Using Inspiration for the outline.

Naturalistic: Scavenger hunt!!

TAILORED to the MLs

42. Students will be able to synthesize the reasons for and the consequences of the voyages of discovery for each country's ruler, explorer and those they encountered. Students will **ORGANIZE** their thoughts, write a story and script which will aid them in the creation of a podcast for their final product. This will help them to demonstrate that they can synthesize information and show understanding of the big picture. Explain. (1-1.5 weeks)

Stage 3: Plan learning experiences and instruction.

Consider the W.H.E.R.E.T.O. elements.

L

Friday	5 15) Compare & Contrast 16) Comparing and contrasting different motivations 17) Info packets & Venn diagrams 18) Group Role Plays 19) Venn Diagrams	10	15
Thursday	4	9 29) Understanding the "other side" of the situation 30) Native American Music and discussion 31) planning chart 32) Send-a-problem 33) blogging	14
Wednesday	3 8) Motivations for exploration 9) What motivates you? 10) KWL Chart 11) Jigsaw Groups 12) KWL Chart – passed in and reviewed.	8	13
Tuesday	2	7 22) Cause & effect 23) Your class is planting a garden scenario 24) Cause and effect charts 25) Sage activity & group share info 26) Blog entry/cause and effect sheets.	12
Monday	1 1) Learning from others 2) Learning about innovations that made exploration possible. 3) 5Ws info about innovations 5) Blog your thoughts	6	11 36) Synthesis of ideas and learning 37) Scavenger hunt – you are an explorer 38) Use inspiration to brainstorming 39) Partner peer edit